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ABSTRACT

The data gathering forms and activities developed during the planning and implementation of an adult independent study and guidance program at the Salt Lake City Public Library are described. The need for a utilization of this data is outlined, and the study's goals and objectives are stated. Appendixes contain flow charts of the Salt Lake City Public Library operations model, examples of the interview form, a progress report form, user evaluation form, consultant's evaluation form, coding charts, and an example of the library's summary table for the four month pilot phase. A table summarizing user and nonuser characteristics is also given. (Author/DS)

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PROGRAM MEASUREMENT AND EVALUATION; The Utilization of Data and Its Relationship to Program Planning and Implementation Within Library Operations

by

Thomas C. Phelps

SALT LAKE CITY PUBLIC LIBRARY

May, 1975

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INTRODUCTION

Early in 1973, the Salt Lake City Public Library began to study the possibilities of launching a program designed to help the people of the community who wanted to educate themselves independently and without the aid of formal educational institutions. The first step was to sample the community members in order to determine if there was a need for a program of this type. The assumption that there was a need was proven correct, and so the staff at the Library began to examine methods of establishing an independent study program. It was found out that the College Entrance Examination Board was helping libraries to study the possibilities of such a program. So, with the determination of the Library's staff and with the support of CEEB, an experimental program for independent study and guidance was started in Salt Lake City, using training in several subjects (among them, program planning and evaluation) provided by CEEB. This is a report on the use of program measurement and evaluation and the utilization of data gathered during the planning and implementation stage of the adult independent study and guidance program in Salt Lake City.

PURPOSE

The purpose of this report is (1) to explain what materials (data) are needed as a basis for discussion and inference for the implementation of a program; (2) to show how this material is analyzed for program measurement and evaluation; (3) to demonstrate how mechanisms for measurement and evaluation work for program planning and decision-making; and (4)

to relate the utilization of evaluative data to program planning and implementation within existing library operations.

MATERIALS (DATA) FOR DISCUSSION AND INFERENCE

To begin with, it must be clear that data is not necessarily a number or a statistic. Data are mearly materials that serve as a basis for discussion and inference. Some data are statistical by nature, and allow for elaborate inference. But other data are not. Descriptive documents are, in fact, data; and they may serve as the material needed, conceptually, for the initial step toward measurement and evaluation. Institutional goals and objectives are documents that can serve as initial data.

Before program measurement can begin, other such documents must exist. Goals of the program, objectives of the program, alternative courses of action for the program, and definitions for the program must be written, and these statements must conform to the values of the institution. These statements constitute the yardstick of measurement. Other collected data are the increments that measure on a scale the extent of the successes or failures of a program in relationship to goals and objectives.

Typically, public libraries have goals and objectives that include statements about education. SLCPL's goal statement reads, in part, that ". . . the system will serve as a primary source of educational materials and services for individuals involved in informal self education or continuing education and as a secondary source for students engaged in formal education." The values of the institution are clearly in support of an independent study

p[illegible]ect and allow for planning a service. The objectives supporting this goal are for services planned around recognized needs. The need for an independent study service was delineated, and the project planning began.

The program began with its own goal and objectives that allowed for evaluation. The program goal statement explains what the library intends to accomplish with the program. It states that ". . . the Library will become the Center for Independent Learning for Salt Lake City." The objectives, of which there are four, support the goal and provide for actions and alternative strategies. The objective statements are specific descriptions of what has to happen in order to accomplish the program goal. An example is:

> OBJECTIVE I. The Salt Lake City Public Library will provide assistance for the adult independent learner for planning and carrying out his/her learning goals.

Following each objective are strategy statements that cause goal fulfillment.

Another element of evaluation and measurement is the user definition. This definition is usually a statement abstracting who the service is for. This is an initial target statement and allows for specific user data. As an example, the SLCPL defined an "adult independent learner as (1) an individual whose library related project is not designed and/or controlled by formal educational institutions, (2) an individual with at least a grammar school education but not affiliated with a high school (as a student), who has assumed an adult role in society (such as self-support), and (3) an individual whose learning project consists of at least three meetings between himself and a staff learner consultant, and a minimum of seven hours of learning activity." Note that all of these elements within the definition can be assessed and measured.

The utilization of data for decision-making usually involves the selection of alternative courses of action that help meet program objectives. Action statements generally outline tasks and performance measures that delineate alternative methods that can be taken. Such action statements follow and support objectives by outlining tasks. An example of an action or strategy statement is that "The Salt Lake City Public Library will develop a staff of learning consultants by October, 1974, with expertise in the field of adult independent learning, who will provide assistance to the learner through interviewing, guidance, educational planning, materials selection, referral services, and evaluation." Again, all of the action elements can be assessed and measured by some means and traced for effectiveness and effeciency.

After actions and their alternatives are written, decisions relating to their selection generate the initial operations flow. If the operations can be put into some kind of model, it is usually easier for program planners to identify problem areas after early measurement. Changes in the operations flow after pilot implementation of the SLCPL's independent study project were made at several places due to early assessment of service problems. The first and last page of the SLCPL's operation flow are included in this report as Exhibit A. It is an example of an operations model.

A statement regarding projections of achievement and success is needed in order to measure the program. This statement is a program target. Targets, in the beginning, are generally arbitrary, but ought to predict feasible outcomes for success. During the pilot phase of the Salt Lake project, such targets were set up based on library constraints, community population, user satisfaction, and time. These targets were determined

by the program planners, and were considered neither optomistic nor pessimistic. It was determined that the targets for this program would be:

1. That .2% (two-tenths of one per-cent) of the population of Salt Lake City will inquire about the program during the four-month pilot phase.

$P \times n = T$ where P is the population and n is a number of those people; T is the target number that will inquire about the program.

176,000 (P) x .002 (n) = 352 (T)

2. That 5% (five per-cent) of those inquirers (T) will become Adult Self-Directed Learners, going on to complete a learning project.

$T \times N = t$ where T is the target group for inquiring and N is a number of those people; t is the secondary target group, or learners who will complete a project.

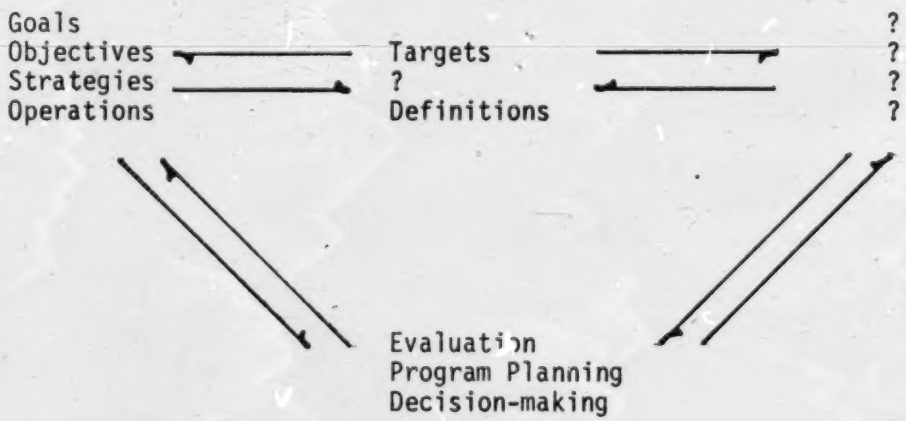
352 (T) x .05 (N) = 17.6 (t) or 18 Adult Self-Directed Learners.

3. That of these 18 learners, 85% (eighty-five per-cent) or 15 (fifteen) users will be satisfied with their project and the program.

These targets can be measured and the data used to determine successes and failures. If targets, set up knowing library and community constraints, are not met, the program should be in question. If met, perhaps improvements or expansion can be made. If targets are exceeded, as was the case in Salt Lake, other changes would need to be made. As examples, program planners had to change the operations flow, they had to make adjustments for the use of personnel, and they had to change certain acquisitions policies in order to accomodate more learners and their needs. Early measurement of

the pilot phase of the project indicated to program planners that the project would be more than double that of the targets estimated. Planners had to train more consultants, allow more time for work on the project, and change the operations flow to allow for other personnel to make initial contacts with learners. These are but a few examples of how targets, presented clearly to planners, can be measured for decision-making.

These statements (goal, objectives, actions and strategy alternatives, definitions, and targets) are the initial tools of measurement. The statements outline for the evaluator what the service is, what it will accomplish, how it will be accomplished, who will do it, who will use it, and how many should use it. From these statements come the basis for measuring outcomes, for testing results, for making decisions about the program, and for altering courses of action. With these program statements, an evaluator has some vital parts of an evaluation cycle, and some basic data to be utilized in program planning. This "cycle" is perhaps best graphically described, and it summarizes the process.



MECHANISMS FOR MEASUREMENT

To complete the evaluation/planning/decision-making cycle, the program must be measured with data collected about users, services, and functions. Measurement is nothing more, really, than monitoring the service to see that it meets the program goal and objectives. The monitoring system is a mechanism for measuring the program and evaluating it through the analysis of data collected by performers for program planners and/or decision-makers.

Monitoring the program requires the systematic collection of data. Data, in this case, are the answers to the questions emanating from the goal, objectives, actions, or targets. These questions must be formulated clearly and asked precisely so that the data gathered can present the variables and values of the program, which, in turn, answer the questions.

Usually the questions for monitoring a program are asked through the use of forms. The independent study program at Salt Lake made clear the "living" quality of forms. They were devised, revised, changed and modified as evaluators saw that data was or was not answering questions needed for on-going program planning. The forms were designed to gather information on all factors of the program; all variables and values: the use of services, the users, the time spent, the operations, the resources used, the purchases made, the referrals made, the satisfaction of users and consultants, the facilities, and the costs. Examples of an interview form (for use, users, and program profiles), of a progress report form, of a use and resources measurement form, of a time and estimated cost form, of a user evaluation form, and of a consultant's evaluation form are included in this report as Exhibit B. These forms are the mechanisms for data collection. They are recorded

by on-line librarians, and it is important to explain that the use of the forms is not only valuable to administrators or program planners, but on the working level as well. Recordkeeping is important, and the value of the information must be stressed. It must also be made very clear that the utilization of data is for program and not personal or personnel evaluation. If this is understood, recordkeeping is usually performed with much more accuracy and efficiency. It should also be pointed out that so much program data need only be collected during the initial stages of the program, and that after so much time, the data could be collected using sampling techniques. This alleviates some strain on the on-line librarians who are the primary source of information about any program.

After collection, the data must be coded, compared, analyzed, interpreted and reported. Coding is simply the charting of variables and values and begins to point out statistical measures, summaries, and comparisons. After data are coded, they can be compared to other data and to each other in order to glean information for program planning and to test assumptions.

The utilization of this collected data relates directly to program planning. For instance, if in the definition it is stated that the program is not for students enrolled in formal education, but the data show that 33% of those enrolled in the program are students, then appropriate program adjustments must be made by planners. A more subtle example would be if program definitions allowed users of the program to be those financially strapped and therefore uninterested in formal education, yet the data pointed out that most people registered for the program were professionals with large incomes, then, again, appropriate planning action would be advisable

to modify some part of the program; perhaps publicity. For example, if the data pointed out that the publicity variable that introduced most people to the program was television, then posters in the generally poor sections of the community might bring the service more closely in line with program definitions. That strategy, too, could be tried and measured.

Examples of the coding charts for the interview form, the progress report, and the personnel time per program function (costs) are included as Exhibit C. These coding sheets show program planners the profile of the program so that they can make decisions such as the above examples, and more. Without this and other reported data, planners would be probing in the dark with zero knowledge about the service, costs, and performance.

There is, however, more to measurement and evaluation than examining coded data. That examination is only part of the operation. Analyzing and interpreting collected data is also important. Analyzation and interpretation is usually no more nor less than a description of the program in both statistical and summary terms, done in order to test further any formal assumptions and to predict future outcomes, either before or after any modifications.

For the purposes of the independent study program at SLCPL, data were analyzed and interpreted in order (1) to describe the independent learner, (2) to describe the service provided by the program, and (3) to describe personnel time. Also, summary data were assembled to give program planners an idea of totals and percentages, means, ranges, and medians in each of the three categories. These summaries provided feedback at the working level and input for program planners to adjust and modify services and to make staff projections for future levels of service. An example of the Library's

summary table for the four-month pilot phase is included as Exhibit D. User and consultant satisfaction was also summarized on a similar basis both for on-line librarians and program planners. Totals, percentages, means, medians, and ranges were reported, when appropriate, for each variable. In turn, these were studied, and the program improved upon whenever indications of need were clear, both on individual project levels, and for the total program.

Summaries were used in order to learn what to expect (as an average) from a learner after identification: how much time would be needed, and how many resources or referrals had to be offered to satisfy learners. Because of this report, some adjustments in desk scheduling, learner flow, and clerical staffing were made for the entire Library System by program planners of the project. In addition, in order to accomodate the number of learners, which totally exceeded the targets, more tasks analysis were made and training for consultants was set up and conducted by the program planning team.

It also occured to the program planning team that this program, with its measurement mechanisms and techniques, would be ideal as a pilot for computerized research. If the computer research and analysis worked for this type of program, other program data could systematically be entered into the computer for analyzation, reporting, and significance testing in the future. Therefore, a computer program was designed to analyze the data already gathered, and to compute and analyze future data. The computer program did essentially the same thing as the evaluators before it, but quicker, easier, and with the additions of format reporting, regression analysis, and significance tests of variable relationships, correlations, etc. As well, the program computed

learner and other independent study data and compared it with data on traditional library users and the community census reports, both previously recorded. A summary of this report is included as Exhibit E.

The computer, able to give more detailed summary analysis of the three independent study program descriptors, not only reported on the distribution of learners by demographic characteristics, combinations of demographic characteristics, but also how learners were distributed with regard to learning goals and content area of interests, and how demographic characteristics related to project characteristics. These latter two measures were impossible without computer processing. Information resulting from these reports aided program planners greatly in that the information on content areas of interest, preferred learning methods, and locations, number of contacts to complete a project, and time intervals made it possible for the planners to better decide on allocations of space, facilities, collection building, and staff time allotments.

The computer process also analyzed and described services provided by the program by yielding two summaries. The first summary showed the demand level for independent study services distributed over the time period of each learning project. The second summary printed out each learner's and each consultant's evaluation of the program and compared them. The first summary was important at the working level because it showed the time, process, and steps taken with learners as projects progressed. And, the first summary was important for program planners because it detailed learner's demands for various services and the frequency of each demand and service used. In this case, planners could opt to cut some services while embellishing others.

The learner's and consultant's evaluation summaries pointed out strengths and weaknesses with the program, and provided direct feedback which could lead to program modifications if significant. Again, these data are useful for program planners for making decisions about what services should be cut, which modified, and which continued for best programming.

A third computerized report showed the distribution of time spent with learners and summarized time spent supporting learners. Program planners could use this report to determine cost effectiveness of the services. As yet, Salt Lake has not done the cost effectiveness study. The report was, however, used to determine relative costs and to project staffing requirements.

Another computer process analyzed each value of each variable and predicted which would be constant, which would fall or drop out, and which would excell. This report gave planners an idea of what to expect in the future from one month away to as much as a year away.

USE OF DATA

All of the various program monitoring mechanisms, whether as simple as a coded summary or as complex as computer processing, can be used by planners in several ways. To begin with, collected, coded, and analyzed data can be used for first level evaluation (a quick sense of what is happening for some minor repairs), and second level evaluation (a more complex study of strategies for cost effectiveness, major operations changes, staffing requirements, or cutting or embellishing services).

Collected, coded, and analyzed data can be used for formative and

summative conclusions by planners. Formative conclusions are generally used at the working level and give both learners and their consultants information to better reach program goals. Planners can use formative or process conclusions for staffing requirement information, for authority delegation, and for decisions about supportive services, and for simple operations changes. Summative data or product conclusions allow for planners to see if targets are met, if definitions are followed, if actions were properly selected and executed, and, in short, if objectives were met or the goal accomplished. At given time intervals, summative data answers the question: Did we or did we not do what we set out to do?

Fastidiously examined descriptive reports should allow planners to display program effeciency to policy makers for support, and to show program effectiveness to users and management alike, as well as to adjust program factors for better service strategies. If reviewed properly, data summaries can also be utilized by planners in order to select alternative courses of action in order to modify operations, and in order to change whole systems for better library service to a community.

DATA AND PROGRAM PLANNING

It is my hope that this report will not lead librarians to believe that they must be researchers in order to have the necessary knowledges and skills to perform program planning and evaluation. Certainly there are some skills and knowledges needed by planners if evaluative data is to be used effectively for decision-making. A program planning and evaluation team should be able to

select, collect, analyze and interpret data dealing with programs. But they must also know and understand the real world and the restraints and constraints of the system and the community environment. They do not need to be a part of a research ivory tower. Instead, it is better to have some research skills and a full knowledge of the real world to which libraries belong. As in Salt Lake City's case, a program planning and evaluation team should be able to diagnose difficulties, collect information to help induce change, and, after changes have been made, evaluate the effectiveness of the change. The research aspect should be clearly subordinate to bringing about needed modifications in program structure and function. Research evaluation is a means of describing a program. The utilization of that description belongs mostly to planners and decision-makers.

SUMMARY

Program planners need to be aware of organizational resistance and of institutional committments to values. Planners should not use data for strong idealogical actions, but as a means to improve the way programs meet objectives. In short, program planners should consider collected, analyzed, and reported data as indicators of effeciency and effectiveness. With these indicators as evidence, program planners can propose modifications, select alternative courses of action, relate the effectiveness of different strategies to meet goals and objectives, test assumptions, and advocate change. In summary, this is the relationship between program planning and the utilization of data for program implementation within existing library operations. The

"cycle" is complete when goals, objectives, and strategies are measured and analyzed in order to make decisions, select new actions, re-define targets and strategies, and again measure for effectiveness and effeciency--round and round and back. To me, this cycle is the relationship between the utilization of data and program planning and evaluation.

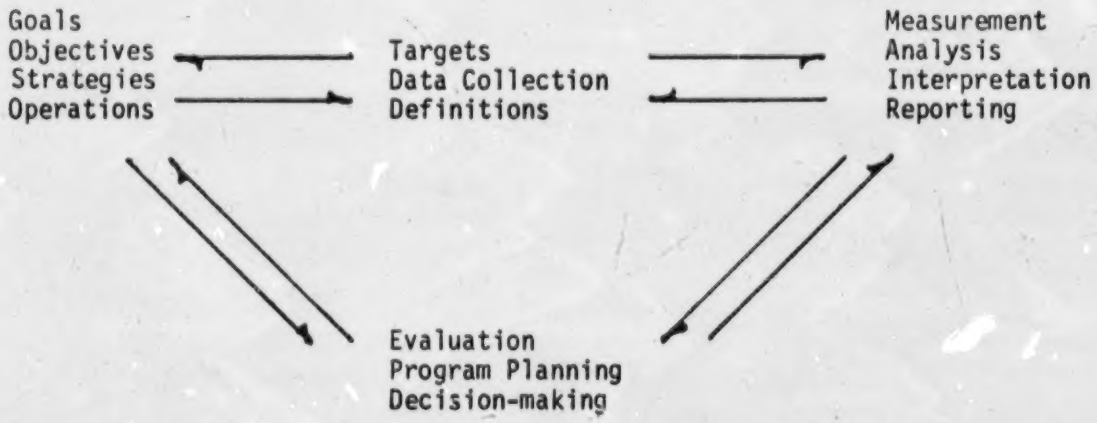
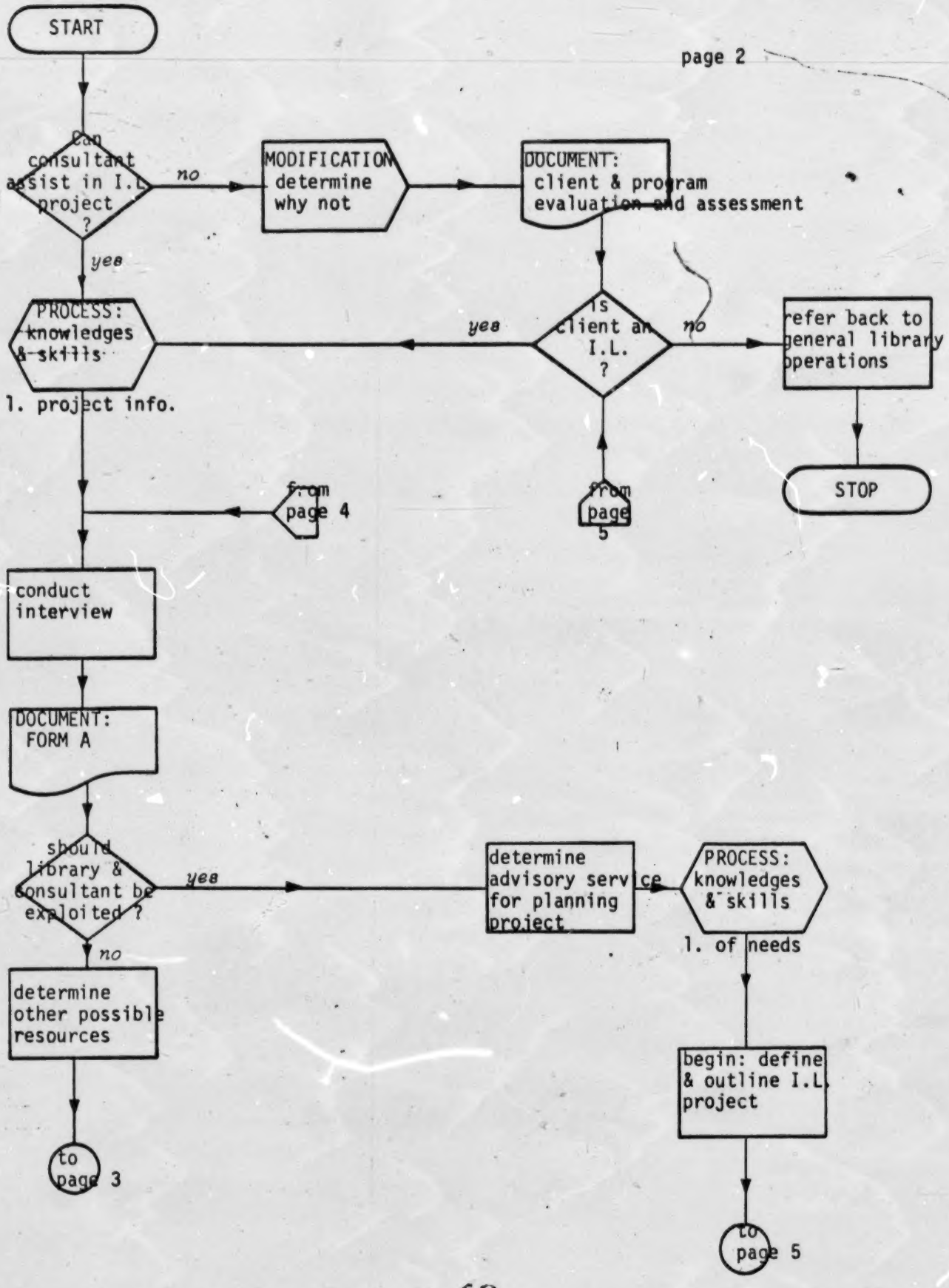


EXHIBIT A


START
Can consultant assist in I.L. project ?
no
MODIFICATION determine why not
DOCUMENT: client & program evaluation and assessment
yes
PROCESS: knowledges & skills
1. project info.
yes
Is client an I.L. ?
no
refer back to general library operations
STOP
from page 4
from page 5
conduct interview
DOCUMENT: FORM A
should library & consultant be exploited ?
yes
determine advisory service for planning project
PROCESS: knowledges & skills
1. of needs
no
determine other possible resources
begin: define & outline I.L. project
to page 3
to page 5

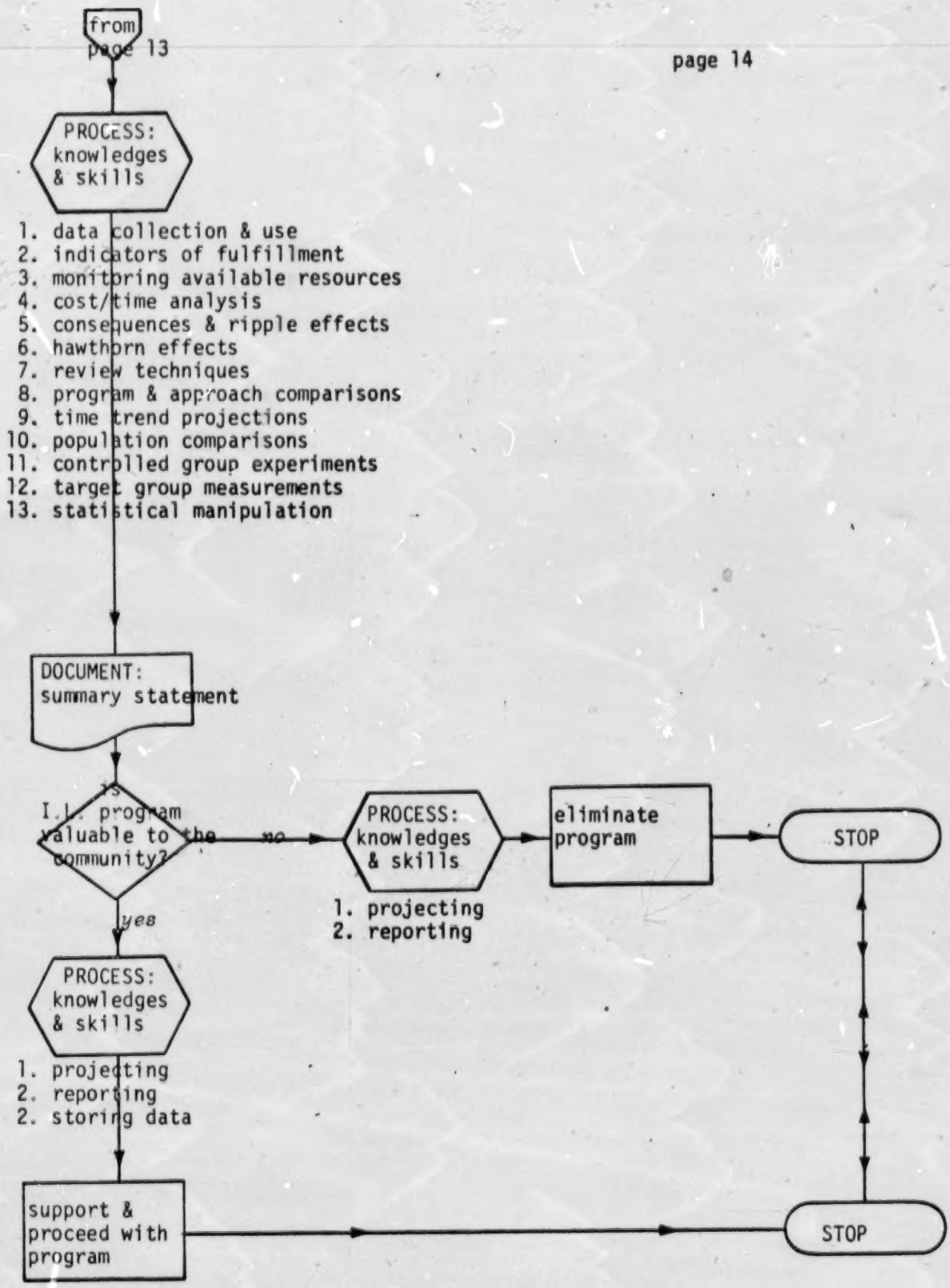

from page 13
PROCESS: knowledges & skills
1. data collection & use
2. indicators of fulfillment
3. monitoring available resources
4. cost/time analysis
5. consequences & ripple effects
6. hawthorn effects
7. review techniques
8. program & approach comparisons
9. time trend projections
10. population comparisons
11. controlled group experiments
12. target group measurements
13. statistical manipulation
DOCUMENT: summary statement
I.L. program valuable to the community?
no
PROCESS: knowledges & skills
1. projecting
2. reporting
eliminate program
STOP
yes
PROCESS: knowledges & skills
1. projecting
2. reporting
2. storing data
support & proceed with program
STOP

EXHIBIT B

The purpose of this form is to provide the advisor with information about the learner and to provide both the advisor and the learner with a common basis for working through the learning project. This form should be filled out by the advisor.

INTERVIEW I.D. NO._____

Interview conducted: ___Phone ___In Person Date_____ Time: Begun_____ End_____

General Information About Learner

1. Learner_____ 2. ___M ___F

3. Address_____
Street City State Zip

4. Home Phone_____ Business Phone_____ Best time to call_____

5. _____Resident _____Non-Resident _____In Service Area

6. Specific Occupation_____

7. Occupational Category: (Coder will complete)

___Housewife ___Manager, Administrator ___Retired
___Blue Collar Worker ___Other White Collar Worker ___Student
___Professional ___Unemployed

8. Age: (Circle one) -18 18-24 25-34 35-44 45-54 55-64 65+ NR

9. Use of Project Library:

___Once or more a month ___Less than once a year
___Once or more every 6 months ___Never
___Once or more a year

10. Use of Other Libraries:

___Once or more a month ___Less than once a year
___Once or more every 6 months ___Never
___Once or more every year

11. Library Card: ___Yes ___No ___NA

12. Learned of Learners Advisory Service through:

___TV ___Radio ___Newspaper ___Library Display ___Community Display
___Librarian ___Word of Mouth ___Another Agency ___Community Outreach

13. Education Completed:

___8th grade or less ___Some High School ___High School Graduate
___Some College ___B.A. ___Graduate Work

Description of Learning Project

14. Learning Goal(s) (Select one): (Coder will complete)

___Educational credit
___Job advancement or change
___Increase knowledge
___Increase skill
___Meet people with common interests
___Contribute to community
___Pleasure and recreation

Elaborate goal: _____

_____

15. Area of Learning Project (Coder will complete with number, e.g. 610, 730, etc.)

___Philosophy
___Religion
___Social Sciences
___Language
___Pure Science
___Technology, Applied Science
___Arts
___Literature
___General Geography and History

Elaborate Area of Interest: _____

_____

16. Background knowledge/skill in learning area:

___No experience ___Some experience ___Expert

Elaborate background: _____

_____

17. Learning method preferred by learner:

___Books
___Audio Visual
___Programmed Instruction
___Formal Classes
___Informal Discussions
___Other

Elaborate Learning Method: _____

_____

18. Learning location preferred by learner:

___In Library
___In Classroom
___At Home
___Other (specify) _____

19. Possible ways of helping the learner meet learning goal(s): _____

_____

20. Recommended sequence of learning project (where to begin and steps to follow):

_____

_____

_____

Services Provided

21. ___Explaining independent learning program ___Helping learner define project scope
___Clarifying learning goals ___Developing learning sequence

Elaborate service(s):_____

_____

_____

Action Taken

22. ___Provide materials ___Gather information ___Provide reading list
___Refer inside library ___Provide study guide
___Refer outside library ___Other (specify)_____

Elaborate action_____

_____

_____

Steps to be taken before next appointment_____

_____

_____

_____

Next appointment date_____

Comments_____

_____

_____

_____

_____

_____

Learner's Advisor_____

The purpose of this form is to provide a record for the learner and the advisor of the learner's progress. This form should be filled out by the advisor.

PROGRESS REPORT I.D. NO. _____

Contact: ___ Phone ___ In Person Date: _____ Time: Begun: _____ End _____

Learner _____ Visit No. _____

MODIFICATIONS IN LEARNING PROJECT

1. Changes and/or elaborations in learning goals: _____

_____

_____

2. Changes in scope of area of interest: ___Broader ___Narrower

3. Elaborations of changes in area of interest: _____

_____

4. Changes in ways of helping learner meet goals: _____

_____

5. Changes, elaborations in sequence of learning project: _____

_____

_____

_____

SERVICES PROVIDED

6. _____Explaining independent learning program ___Defining scope
_____Clarifying learning goals _____Developing learning sequence

7. Elaborate service(s): _____

_____

_____

ACTION TAKEN

8. ___Provide materials ___Provide study guide ___Provide reading list
___Refer outside library ___Refer inside library ___Gather information
___Other (specify) _____

9. Elaborate action _____

10. Steps to be taken before next appointment _____

_____

11. Next appointment _____

 Learner's Advisor _____

9a. Did the Learner's Consultant provide you with a study guide?

Yes_____ No_____

9b. If "yes" was this guide of help in your learning? (Please check √)

1._____	2._____	3._____	4._____	5._____
Not Helpful		Somewhat Helpful		Very Helpful

10a. Did the Learner's Consultant refer you to another agency for help in your learning?

Yes_____ No_____

10b. If "yes" how helpful was this agency to you? (Please check √)

1._____	2._____	3._____	4._____	5._____
Not Helpful		Somewhat Helpful		Very Helpful

11. Overall how do you feel about the help provided to you by the Learner's Advisory Service? (Please check √)

1._____	2._____	3._____	4._____	5._____
Not Satisfied		Somewhat Satisfied		Very Satisfied

12. Would you use the service again?

Yes_____ No_____ Don't know_____

13. Would you recommend the service to someone else?

Yes_____ No_____ Don't know_____

14. How do you think you have changed as a result of your project and the help the library has provided?_____

_____

_____

_____

_____

_____

I.D. No._____ Learner's Name_____

Date_____

Project Status_____

The primary purpose of this form is diagnostic. It should help the advisor to adjust to the needs of the learner. This form should be filled out by the advisor in conversation with the learner.

PROGRESS EVALUATION INTERVIEW I.D. No._____

Contact: _____Phone
_____In Person

Date_____

1. Learner's Name_____

2. Status of learning project:_____

_____

_____

3. Does the learner feel that the learning project is moving at an adequate pace?

_____Yes ____No ____Doesn't know

Elaborate:_____

_____

4. Does the learner feel that he/she is progressing toward his/her learning goal?

____ Yes ____No ____Doesn't know

Elaborate:_____

_____

5. Has the advisor been available when needed? _____Yes _____No

If "no" how can this problem be corrected?_____

_____

6. Have the library facilities been conducive to the learner's project?

_____Yes _____No _____NA

If "no" how can this situation be improved?_____

_____

7. Has the advisor provided the needed assistance in learning plan development?

____Yes ____No ____Doesn't know

If "no" what should the advisor do?_____

_____

_____

This form will provide a record of all materials selected for a learner and the learner's evaluation of these materials. This should be filled out by the advisor.

Learner_____ I.D.No._____

MATERIALS WORKSHEET

Date	Type of Material*	Materials Description (Title and Call No.)	Availability					Usefulness							
			On Shelf	Checked Out	Reserved	ILL	Ordered	Appropriate	Too General	Too Specific	Too Advanced	Too Elementary	Redundant	Irrelevant	Too Old

* B=Books, F=Films, RL=Reading Lists, S=Slides, SG=Study Guides, T=Tapes.

LEARNER'S EVALUATION

1. Was the library open when you needed it? (Please check ✓)

1.	2.	3.	4.	5.
Never Open		Open Half the Time		Always Open

2. In terms of the needs of your learning project how would you rate the library's facilities? (Please check ✓)

1.	2.	3.	4.	5.
Poor		Sometimes Adequate		Excellent

3. Was the Learner's Consultant available when you wanted to talk? (Please check ✓)

1.	2.	3.	4.	5.
Never		Available Half the Time		Always Available

4. How comfortable were you in talking to the Learner's Consultant about what you wanted to learn? (Please check ✓)

1.	2.	3.	4.	5.
Not Comfortable		Sometimes Comfortable		Very Comfortable

5. How well did you feel the Learner's Consultant understood what you wanted to learn? (Please check ✓)

1.	2.	3.	4.	5.
No Understanding		Some Understanding		Full Understanding

6. How helpful was the Learner's Consultant in developing a plan for your learning (helping you decide how to begin and what to do)? (Please check ✓)

1.	2.	3.	4.	5.
Not Helpful		Somewhat Helpful		Very Helpful

7. Were the right materials (books, records, etc.) available when you needed them? (Please check ✓)

1.	2.	3.	4.	5.
Never Available		Available Half the Time		Always Available

8. How useful were the materials given to you by the Learner's Consultant in helping you learn what you wanted to learn? (Please check ✓)

1.	2.	3.	4.	5.
Not Useful		Somewhat Useful		Very Useful

Learner's Consultant Evaluation

8a. Did you refer the learner to another agency in the community?

Yes_____ No_____

8b. If "yes", how helpful was the agency to the learner? (Please check ✓)

1._____ 2._____ 3._____ 4._____ 5._____
Not Helpful — Somewhat Helpful — Very Helpful

9a. Did you feel you had enough time to work with the learner?

Yes_____ No_____

If "no", please comment_____

_____

_____

10. Were the facilities and equipment in the library sufficient for what you needed to help the learner?

Yes_____ No_____

If "no", please comment_____

_____

_____

11. Overall how satisfied are you with how you helped the learner with his/her learning project? (Please check ✓)

1._____ 2._____ 3._____ 4._____ 5._____
Not Satisfied — Somewhat Satisfied — Very Satisfied

12. Did you see indications of change in the learner as a result of his/her project?

_____

_____

_____

_____

_____

_____

Learner's Consultant_____

Consultant's I.D. No._____

Date_____

LEARNER'S CONSULTANT EVALUATION

Learner's Name_____ I.D. No._____

Status of Project_____

1. How comfortable was the learner in talking with you about what he/she wanted to learn? (Please check √)

1._____	2._____	3._____	4._____	5._____
Not Comfortable		Sometimes Comfortable		Very Comfortable

2. How well did you understand what the learner wanted to learn? (Please check √)

1._____	2._____	3._____	4._____	5._____
No Understanding		Some Understanding		Full Understanding

3. How helpful were you in developing a learning plan? (Please check √)

1._____	2._____	3._____	4._____	5._____
Not Helpful		Somewhat Helpful		Very Helpful

4. Were you available when the learner wanted to talk? (Please check √)

1._____	2._____	3._____	4._____	5._____
Never Available		Available Half the Time		Always Available

5. Were appropriate materials available for the learner when he/she needed them? (Please check √)

1._____	2._____	3._____	4._____	5._____
Never Available		Available Half the Time		Always Available

6. How useful were the materials that you provided the learner in helping him/her reach his/her learning goal? (Please check √)

1._____	2._____	3._____	4._____	5._____
Not Useful		Somewhat Useful		Very Useful

7a. Did you provide the learner with a study guide?

Yes_____ No_____

7b. If "yes" was this study guide useful to the learner?

1._____	2._____	3._____	4._____	5._____
Not Useful		Somewhat Useful		Very Useful

The purpose of this form is to provide information on how much time is spent in doing tasks to support a learning project. This information is essential for planning the staff levels needed for future service to the adult independent learner. This form is to be filled out by the consultant each time some work is done for the learner.

TIME RECORD

Consultant's Name_____

Name or Learner Identification No._____

	Amount of time spent per function					
Date						Total
Discussion between consultant and learner						
Discussion between consultant and other staff or administration						
Bibliographic, file or agency searches						
Locating or ordering materials						
Background reading and think time (planning)						
Evaluating materials						
Reserving materials						
Developing learning aids						
Referral or direction to other than library sources or agencies						
Completing data forms						
Typing or filing, xeroxing						

EXHIBIT C

Monthly Summary: Mean Personnel Time per Function

Month Oct-Jan Year 1974-75

FUNCTION	TIMES PERFORMED	TOTAL TIME	MEAN TIME	MEAN COST	TOTAL COST
Discussion between consultant & IL	86	38 hr	27 min	$2.16	$182.40
Discussion between consultant & other staff or administration	25	27 hr	65 min	$5.18	$129.60
Coordination with other depts	22	16 hr	44 min	$3.52	$76.80
Coord. with admin.	31	70 hr	135 min	$10.83	$336.00
Total: Prog. arrange. & coord.	164	151 hr			$724.80
Bibliographic, file, agency	29	21 hr	43 min	$3.44	$100.80
Locating or ordering	51	18 hr	21 min	$1.68	$86.40
Background & Think	26	15 hr	35 min	$2.80	$72.00
Eval. mat.	18	17 hr	57 min	$4.53	$81.60
Reserving mat.	7	2 hr	17 min	$1.37	$9.60
Developing learn. aids	21	78 hr	221 min	$17.82	$374.40
Ref. or dir. to other sources or agencies etc.	3	1 hr	20 min	$1.60	$4.80
Total: Res. devel. & plan.	155	152 hr			$729.60
Processing mat.	2	2 hr	60 min	$4.80	$9.60
Copying	9	3 hr	20 min	$1.60	$14.40
Typing or filing	52	21 hr	24 min	$1.94	$100.80
Total: Clerical	63	26 hr			$124.80
Follow-up	16	47 hr	176 min	$14.10	$225.60
Plan. and eval.	52	197 hr	227 min	$18.18	$945.60
Total: admin coord.	68	244 hr			$1171.20
Total: All Functions	450	573 hr			$2750.40

EXHIBIT D

SUMMARY DATA OF SLCPL INDEPENDENT STUDY AND GUIDANCE PROJECT

	Learner Interviews SLCPL FORM A	Learner Progress SLCPL FORM B
October	20	4
November	12	16
December	6	11
January	4	15
Total	42	46

Total # of Sessions: 88

Mean Sessions Per Learner: 2.09

Range of Sessions Per Learner: From one (1) to eleven (11) meetings

Mean Time, Initial Interview: 23 minutes

Mean Time, Progress Sessions: 39 minutes

Range, Initial Interview: From three (3) to ninety (90) minutes

Range, Progress Sessions: From five (5) to seventy (70) minutes

Total Materials Given to Learners: 188

Average # Materials for each Learner: 4.47

Total Resource Guidance Lists for Learners: 12

Total # of Referrals Made for Learners: 18

To Ed. Inst.: 8
To Agencies: 3
To Counselors: 2
Other: 5

Library Learning Events Scheduled: 13

EXHIBIT E

CHARACTERISTICS	SALT LAKE CITY %	SALT LAKE COUNTY %	USER PROFILE %	NON-USER PROFILE %	IND. LEARNER %	
SEX						
Male	47.2	49.7	51	42	47	
Female	52.7	50.3	48	58	52	
AGE						
Under 18	36.5	59.1	9	4	0	
19 - 21	7.6	4.8	21	19	5	
22 - 35	20.1	11.9	32	30	36	
36 - 54	10.5	12.7	19	17	26	
55 - 65	11.0	6.5	12	12	14	
Over 65	14.3	5.0	6	18	5	14/NR
OCCUPATION						
Bus. of Ind.	33.9	53.0	20	27	26	
Govt. or N.P.	20.2	16.0	9	9	19	
Self	6.0	6.0	8	8	10	
Prof.	21.7	14.0	16	8	19	
Home	N/A	N/A	18	17	10	
Retired	8.2	4.0	6	16	14	
Unemployed	3.3	3.0	3	3	0	
Student	6.6	5.0	22	9	0	N/R 2
EDUCATION						
0 - 9	17.4	10.2	2	20	0	
10 - 12	48.8	59.2	17	35	7	
Some College	16.8	16.9	33	32	26	
AB/BA	16.9	13.6	31	7	28	
Masters +			17	6	12	N/R 26
ETHNICITY						
Caucasian	96.8	98.8	92	68	100	
Negro	1.2	0.1	1	16	0	
Other	1.9	1.0	.7	17	0	